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Appendix E

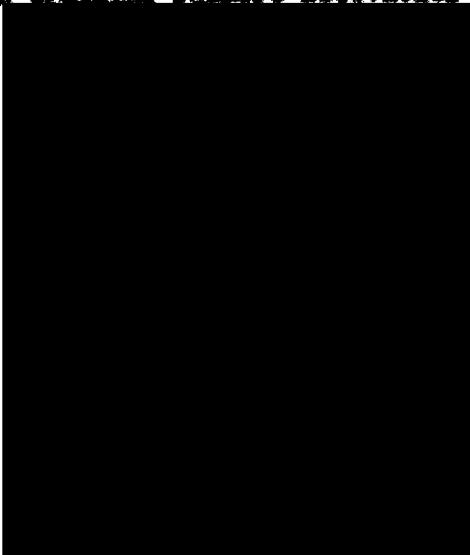
COMMENTS ON SPECIFIC POINTS IN THE ID REPORT

1. "Most of these tests are standard or commercially available tests some of which have been redesigned or modified to meet particular Agency needs" (p. 4, para. c). This statement misleads. For the professional testing program, most of the tests have been especially developed or modified.

2. "TEB describes its aims as: (1) to facilitate the student's learning; (2) to facilitate the instructor's teaching; and (3) to make a valid, meaningful, and useful report to the student's supervisor" (p. 7, para. b). This statement would be more accurate if the phrase "with reference to training evaluation" were inserted after "aims".

3. "The major emphasis [for TEB] however, is directed toward the evaluation of students" (p. 6, para. c). This was not true at the time of the Inspector General's survey. It was true once, but TEB had been gradually moving in the direction where its major emphasis was directed towards the broad area of training support, including evaluation of students. The activity of those who were concerned with training support activities follow:

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General supervision

Assigned full time to DCE where he was primarily concerned with assignment and general training matters

Assigned full time to ID where not more than half of his time was concerned with evaluation

About half-time helping O/P on evaluation matters, and about half on writing an annotated bibliography on interviewing for ID.

Pull time on developing a program for self teaching of tradecraft.

In addition, at the time of the survey, [REDACTED] of the Assessment Branch was devoting perhaps 10 per cent of his time to the in-basket—an exercise being used for instruction in the basic management sources. Previously, he had been spending a greater proportion of his time in this activity.

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With all this activity, it is difficult to see how the Inspector General could have missed the de-emphasis of evaluation activities.

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4. The IR's description of the functions of TEB made reference to the review function of training evaluation reports for the purposes of: (a) supplementing the reports whenever necessary to insure against misinterpretation by the consumer, and (b) insuring the reports conformed to the policies of the Director of Training. These two functions make distribution by ABE necessary. The distribution function itself, as noted on p. 8, para. c, would be inappropriately assigned to the ABE Staff.

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5. "This [detailing an ABE member to] was found to be generally ineffective, and the present method was adopted, whereby an ABE psychologist is transferred to [] and comes under the direct authority and control of the Chief of Training" (p. 18, para. 3). The detail, rather than the assignment to [] of an ABE psychologist, was yet found ineffective. In fact, a great deal of progress was made under these conditions. The change from the detail resulted from lack of a clear policy on the part of the Director of Training of what he expected in the way of training evaluation. The detail worked quite well so long as the Chief of Training [] was behind the program. It failed when a new Chief Instructor of the Operations Course in effect refused to accept the notion that an ABE person should be involved in the early planning so that evaluation effort could be effectively built into training procedures. Personality factors undoubtedly played a part, but with no statement from the Director of Training on what he expected from the training evaluation program, and with the Chief of Training naturally supporting the Chief Instructor he had brought in, conflict was inevitable. The report, further, does not note that, despite these difficulties, the ABE representative, working closely with [] made considerable contribution to the Operations Course for which this Chief Instructor was responsible. While the current situation may produce somewhat less conflict, I can see no evidence that it produces better results. In my opinion, over a period of time, results will be poorer. It should be pointed out, too, that the ABE Staff provides a great deal of support both to the psychologist at [] and those assigned to the training base at Saipan. In the words of the psychologist at [], "If the ABE staff didn't exist at headquarters, I would have to create one".

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6. "These benefits [of centralization] are lost, however, when the consumer's needs are arbitrarily subordinated to the authority of the head of the supporting unit" (p. 19, para. 6). I doubt that the IR can produce evidence to support the application of this statement to ABE.

7. "Historically, the end results [of training evaluation effort] are principally of benefit to ABE, which uses the data derived therefrom in its research and evaluation activity" (p. 21, para. 4). As I have shown previously in this report, the end results of training

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evaluation have benefited the Office of Training and the Agency. This statement is one of the more flagrant evidences of biased reporting shown by the Inspector General's report.

8. "... the AM Staff has experienced a high rate of turnover among its psychologists during the past year" (p. 29, para. 3). This is a matter of definition. Since a number of those who have left the AM Staff in the near past have gone elsewhere in the Agency, it is questionable whether they should be counted as turnover. AM [REDACTED]

Is this a "high rate of turnover"?

9. "They [young professional people on the AM Staff] have little or no knowledge of other kinds of work engaged in elsewhere for which they might be qualified. In effect, they are isolated from the rest of the Agency, and ultimately may feel impelled to resign out of sheer frustration" (p. 30, para. 5). The duties of the psychologists assigned to the Assessment and Training Branches automatically bring them into contact with a wide variety of Agency personnel. If members of these branches do not have sufficient contacts, it can only have resulted from restrictions placed on them by the Branch Chiefs. If this has been the case, I am remiss in not having detected it, for I have urged repeatedly, particularly, the Chief, Assessment Branch, to assign more responsibility for outside contacts to his people. I see no particular reason why special effort should be made to put TTB subordinates in touch with a wide variety of Agency personnel except through normal personnel channels. The Research Branch, too, has limited contact. The reason for this has been our inability to get other components to permit the research which would normally have brought them into contact with others.

10. "A recommendation of the Efficiency Task Force was rather arbitrarily arrived at, and did not give full consideration to some

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of the factors developed in this inspection. Its estimate of a 25% cut in working strength is not wide of the mark" (p. 32, para. 2). The Director of Training has in his possession a memorandum of record of a telephone conversation held in my presence with [REDACTED] shortly after the Efficiency Task Force had submitted its recommendation. This memorandum states that the 25% cut was from a T/O figure [REDACTED] and that a figure of [REDACTED] to be arrived at by 1 July 1960 represented an acceptable figure. On the authority of the Director of Training, this figure of [REDACTED] was announced to the members of the ADZ Staff. Where the confusion arises on which figure to use as the basis for the 25% cut, I do not know. It is a typical example of the management confusion that is characteristic of the operation of this Agency.

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